DOCUMENT RESUME

ED 404 249 SO 026 541

AUTHOR Venditti, Maria
TITLE A Textbook Approach Versus an Integrated Approach in Social Studies.
PUB DATE Apr 96
NOTE 39p.; Master of Arts degree requirement, Kean College of New Jersey.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Foreign Countries; Grade 5; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; *Social Studies; Teaching Methods; Textbook Evaluation; *Textbooks; *Thematic Approach
IDENTIFIERS *Canada; *Mexico

ABSTRACT

This study compared the effects of utilizing children's books, maps, and videos in a theme integrated unit in social studies with the effects of using a social studies textbook in an elementary class. One fifth grade class in New York state was used for this study. In the first treatment, the class received instruction in a unit on Canada using the school adopted textbook, according to the procedures and activities in its accompanying teachers manual. In the second treatment, the class was taught a unit on Mexico using an interdisciplinary approach and children's trade books, maps, and videos that addressed the topic. A pretest and posttest measured achievement and included a brief attitudinal survey. The hypothesis that there would be no significant difference between the samples was accepted. Contains 42 references and 4 appendices including pre- and posttest raw scores, the attitude survey, and teaching materials. (Author/JAG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 404 249

A Textbook Approach Versus an Integrated Approach in Social Studies

by

Maria Venditti

accepted
3/27/96

SO 026 541

In partial fulfillment of the requirements of the Master of Arts Degree

Kean College of New Jersey
April, 1996

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Maria Venditti

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

■ This document has been reproduced as received from the person or organization originating it.

□ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

		Page Number
I.	*Abstract*	*ii.*
II.	*Acknowledgment*	*iii.*
III.	*Dedication*	*iv.*
IV.	*A Textbook Approach Versus an Integrated Approach in Social Studies*	
	Introduction	*1*
	Hypothesis	*2*
	Procedures and Sample	*3*
	Definitions	*5*
	Results	*6*
	Conclusions and Implications	*10*
V.	*A Textbook Approach Versus an Integrated Approach in Social Studies*	
	Related Literature	*12*
VI.	*References*	*24*
VII.	*Appendices*	*28*
	Appendix A: Pretest Raw Scores	*29*
	Appendix B: Posttest Raw Scores	*30*
	Appendix C: Attitude Survey	*31*
	Appendix D: Teaching Materials	*32*

Abstract

This study compared the effects of utilizing children's books, maps, and videos in a themed integrated unit in social studies with the effects of using a social studies textbook in an elementary class.

One fifth grade class was used for this study. The first treatment was that the class received instruction in a unit on Canada by means of the school-adopted textbook, according to the procedures and activities in its accompanying teacher's manual. In the second treatment, the class was taught a unit on Mexico by means of an interdisciplinary approach, using children's books, maps, and videos which addressed the topic. A pretest and posttest measured achievement and included a brief attitudinal survey. The hypothesis that there would be no significant difference between the samples was accepted.

Acknowledgment

I would like to take this opportunity to thank Dr. Albert J. Mazurkiewicz (Chairperson of the Department of Communication Sciences at Kean College of New Jersey) for sharing his valuable and extensive knowledge of reading education and for his guidance throughout the step-by-step process of putting this thesis together.

Dedication

I dedicate this paper to my mother, Victoria Venditti, for instilling in me a love of life and learning that has helped inspire me to pursue my educational aspirations, and with whom I love to share all that I achieve.

Although Social Studies textbooks provide teachers with an "easy" method of teaching the content area simply by following the accompanied teacher's manual, their non-stimulating collection of facts may not motivate the students to read, comprehend, and obtain the necessary knowledge and skills targeted.

According to Hillerich (1987), the problem with content area textbooks is that they often contain vocabulary too difficult for their intended users.

Tyson and Woodward (1989) contend that content area textbooks try to teach too many topics, which results in little opportunity for in depth observation of any subject. They also state that textbooks may be dated, because districts cannot afford to replace them frequently enough. This means that textbooks may lack current and correct information.

Barbara Schubert (1993) asserts that education cannot be limited to the confines of a textbook but must be a true window to the world. She argues that this can be achieved through curriculum and thematic teaching.

To foster a better acquisition of social studies knowledge and skills, it may be necessary to move away from using a single textbook in the instruction and move toward the use of various works of children's literature and trade books integrated with other disciplines and related to the topic being taught.

Researchers seem to think that children's trade books exhibit a better literary quality than textbooks. Reports that show the success of children's literature in literacy instruction are plentiful. (Heibert & Colt,1989; Morrow, 1992) As a result, many have called for an inclusion of "real books" as part of the instructional program in social studies.(Senacore, 1990)

Hillerich (1987) maintains that nonfiction trade books can make individualizing content reading instruction possible. That is that with the

availability of so much nonfiction for children, teachers can get materials that meet their students' abilities more easily. In addition, according to Moss (1991), since nonfiction trade books are published every year, they are more current than the content area texts which are not so readily replaced.

In addition to possible greater content acquisition, it has been suggested that children's books may also improve students' attitudes toward social studies.(Howe,1990)

Many also agree that "passive" learning of content alone is not sufficient preparation for a democratic society. Positive affective attitudes, global understanding, racial and gender tolerance, and political participation come from active learing situations.(Pahl,1990)

By providing opportunities for the students to read extensively in books that are interesting to them and to participate in a more active learning experience, they may become more *motivated to obtain* the social studies knowledge and skills. Questions for study include, among others: (a) Can children's trade books be used, along with other resources in an integrated manner, to more effectively convey the information of an elementary social studies class than a social studies content area textbook? and (b) Will the use of this integrated approach improve student attitudes in any way?

Hypothesis

To supply some evidence of these questions, the following study was undertaken. It was hypothesized that there would be no significant difference in the acquisition of S.S. content knowledge and skills when 5th graders are taught through a textbook only approach or through an integrated approach. Furthermore, it was hypothesized that the students would show no difference in attitude toward either approach.

Procedures and Sample

The study involved the comparison of content acquisition *and* student attitudes toward two units in the fifth-grade Social Studies New York State Curriculum:

*1 ***Textbook unit*** on Canada.

*1 ***Integrated unit*** on Mexico.

Each of which focused on the country's *history, geography,* and *modern economy.*

Immediately before each of the two treatments, the class was given a 40-item multiple choice pretest on the country's *history, geography,* and *modern economy.* It contained various items taken from the test master set out by MacMillan/McGraw-Hill School Publishing Company. It included only that information common to all of the books utilized in the study.

A brief attitude survey was given to the subjects as both a pre and posttest instrument to find out if their motivation was a factor in achievement of knowledge acquisition.(Appendix C)

The first approach studied was a unit taught on Canada using a textbook only. The textbook used for study was Exploring Canada and Latin America by D.C. Heath & Co. This was conducted with an entire class of 30 students at the same time, mostly teacher-directed instruction with some independent assignments and practice exercises. The procedures, activities and materials that were provided by the teacher's manual were followed and utilized as closely as possible in the manner recommended by the manual. The length of instruction included fifteen 45-minute periods.

The second approach studied was a unit on Mexico using various trade books, selected children's literature, videos, and other media-related materials(See Appendix D). After discussion of the theme and goals, for each activity, students worked together cooperatively to reach the established goal for each task. The groups consisted of 4-6 students in each. Each group presented to the class the information contained in their assignment. A mini-lesson was provided by the teacher prior to each task.

Tasks included:

(1) Cooperative circle reading of a chosen book on an Indian Civilization in Mexico. (Olmec, Toltec, Maya, and Aztec). Each group was to select and then work with a project that would best present, to the rest of the class, the information contained in their respective books. The groups chose a variety of methods, including dioramas, murals, and 2-dimensional posters.

(2) Groups represented the Spaniard's and Mexican's point of view of "The Conquest of Mexico" through poems, drawings, and essays.

(3) Groups compared the "Grito do Dolores" with the American Declaration of Independence in a venn diagram.

(4) The class roleplayed a press conference in which one group took the part of Santa Anna and the remaining groups played the press.

(5) Groups followed directions for staging a court martial putting Archduke Maximilian on trial for signing the Black Decrees and violating Mexico's independence.

(6) Groups designed painted and labelled a mural of the Mexican Revolution.

(7) Groups roleplayed Cesar Chavez trying to convince a group of migrant workers to join together in a strong union.

(8) Groups constructed clay maps of Mexico showing elevation, natural landforms, natural resources, and major industries.

(9) Groups worked together to write a speech from the head of government in a developing country like Mexico, telling the people what national problems need to be solved and how he/she will solve them.
(10) Students, individually wrote a letter to the President of Mexico from a 1970 Mexican peasant's point of view giving his/her's opinion for the country's slow development.
(11) Each group selected and reported to the class on a current issue in Mexico today from accumulated articles collected throughout Unit study. Students acted as news reporters through their choice of media.

Book quizzes were given to groups throughout the study to ensure individual accountability. Fifteen 45-minute periods were allotted for this method as well.

Directly following each treatment, the subjects were given the same test given before each treatment to distinguish between *prior* knowledge and *gained* knowledge using a **textbook approach** versus *prior* knowledge and *gained* knowledge using an **integrated approach.**

Means of the pre and the post results were analyzed for significance using ***t tests*** for each treatment. Mean gains of each treatment were also analyzed.

Definitions

content area- categories of subjects taught in school which impart factual information to students.
integrated/interdisciplinary approach- an approach to teaching which touches upon the many aspects of reading. (visual, auditory, kinesthetic, and tactile)

expository text- text written for the purpose of conveying factual information, explaining ideas, or presenting an argument.

literature- nine forms of writing that include picture books, folk tales, fables, myths, epics, modern fantasy, poetry, modern fiction, historical fiction, biography and informational books.

academic achievement- the point at which a student has learned new material, understands it, and assimilates old with new learning.

Results

Content Acquisition

Table 1 shows that the difference between the means of the pretests were not significant.

Table 1
Means, Standard Deviations, and *t* of the Pretest Samples

Sample	M	S.D.	*t*	sig.
Canada - Textbook	37.40	8.31		
Mexico - Integrated	37.83	8.01	-0.20	N.S.

The students seemed to have a similar base of background knowledge in both Canada and Mexico before beginning either treatment.

In analysis of the posttests results, it was revealed that the mean of the posttests scores were significantly higher when the instruction was via the integrated approach, as can be seen in Table 2.

Table 2
Means, Standard Deviations, and *t* of the Posttests Samples

Sample	M	S.D.	*t*	sig.
Canada- Textbook	58.77	12.01		
Mexico- Integrated	71.60	11.06	-4.31	<0.01

Attitudes

Most of the five attitudinal items showed a notable difference between groups from pretest to posttest. Item 1 (see Table 3) attempted to discern the students' attitude toward reading books other than a social studies textbook during a social studies lesson.

Table 3
Attitude Survey Item 1

I think I would like to read other books in Social Studies.

	Textbook		Integrated	
	Pre	Post	Pre	Post
Yes	2	6	2	12
Sometimes	18	12	18	18
No	10	12	10	0

In examination of the students' responses following the treatment, the textbook sample indicated a slightly lesser preference to use other books during social studies instruction. The integrated teaching sample, however, showed a much stronger desire to use other books after treatment.

Item 2 of the attitudinal survey asked the students how much they thought they knew about Canada/Mexico (see Table 4).

Table 4
Attitudinal Survey Item 2

How much do you know about Canada/Mexico?

	Textbook		Integrated	
	Pre	Post	Pre	Post
A lot	**1**	**14**	**2**	**25**
Some	**6**	**16**	**8**	**5**
Not Much	**23**	**0**	**20**	**0**

The responses to this item showed a shift in attitude from pretest to posttest in both treatments. However, the integrated responses yielded a feeling of greater understanding from the students.

The responses to the remaining items indicate slightly higher positive attitude changes from the integrated sample. (see Tables 5, 6, & 7)

Table 5
Attitudinal Survey Item 3

I like reading my Social Studies book(s)?

	Textbook		Integrated	
	Pre	Post	Pre	Post
Yes	**6**	**5**	**5**	**16**
Sometimes	**12**	**14**	**14**	**13**
No	**12**	**11**	**11**	**1**

Table 6
Attitudinal Survey Item 4

Social Studies is:

	Textbook		Integrated	
	Pre	Post	Pre	Post
My Favorite Subject	**2**	**4**	**4**	**5**
My In-between Favorite Subject	**12**	**11**	**11**	**17**
My Least Favorite Subject	**16**	**15**	**15**	**8**

Table 7
Attitudinal Survey Item 5

I like to read:

	Textbook		Integrated	
	Pre	Post	Pre	Post
Very Much	**10**	**13**	**13**	**17**
Some	**18**	**15**	**15**	**11**
Not Much	**2**	**2**	**2**	**2**

Conclusions and Implications

The purpose of this study was to determine whether an Integrated Approach to teaching can provide more effective content acquisition in Social Studies than does the utilization of the widely used social studies textbook. The results indicated that an Integrated approach, as studied here, was significantly more effective than the use of a textbook in Social Studies. Therefore, the hypothesis, stating that there would be no significant difference in the methods, or in the students' attitudes, must be rejected.

It may be apparent that the Integrated Approach's success lies within its opportunities for student choice and collaborative learning. This opportunity seems to enable the student to exercise self-expression, creativity, and decision-making. A second positive aspect of this approach may be in its cooperative group work. The students are in charge, almost exclusively, of their own learning. This enables them to make choices of what they will learn and how they will present what they learn.

The attitude preference indicated that the Integrated approach brought about an increased desire, in the students, to read more books in that subject area. (Table 3) This attitude change, when compared with the same sample's increase in content knowledge, would suggest that not only did the Integrated Sample learn more than the Textbook Sample, but they also seemed to enjoy using the books that enabled them to do so. This would add support to the benefits of teaching content through an Integrated approach.

The results seem to offer some very positive support to an integrated approach to teaching, as implemented in this study, in a content class. This study focused on content acquisition. Since some of the content areas differ from each other, they are probably each worthy of research. Comparisons of different approaches or strategies in an integrated approach would also seem to be essential areas of study. The findings can potentially provide classroom teachers with a greater understanding of effective instruction. The ultimate benefits of this knowledge would, of course, be that of enhanced student knowledge.

A Textbook Approach Versus an Integrated Approach in Social Studies:

Related Literature

Although ambiguous and important, today's textbooks are the focus of many complaints. These books' inadequacies are well known and agreed upon and discussed in both scholarly and popular literature.(Sweeney, Garrett, 1990)

One of the most roundly criticized aspects of social studies textbooks is their single, "objective" perspective and the general lack of acknowledgment that there even exists more than one lens through which to examine social and political events and phenomena. Even when attempts are made in textbooks to bring in multiple perspectives, they are often not very effective. (Beck,1991)

Frager & Vanterpool (1993) state that textbooks are encyclopedic. Because textbooks must be the source of all possible topics to be taught in a class, they include a little information on many topics, discuss none in depth, and fail to represent multiple viewpoints. As a result, according to Boyer (1983), "Most textbooks provide students with a highly simplified view of reality and practically no insight into the methods by which the information has been gathered and the facts distilled.

Research has demonstrated that the textbooks do not provide sufficient depth of content to allow young students to develop understanding of events and phenomena, nor do they provide explanations adequate to promote drawing connections among sequence of ideas. Thus, a teacher might draw from trade books the content that provides a basis from which students can construct understanding. (McKeown, 1991)

An obvious, available, and universally acknowledged resource for adding to the social studies curriculum is the use of trade books. It is a longstanding recommendation that literature be used in conjunction with social studies because it can serve to set the scene for periods in history or bring to life other cultures and other time periods. (Levstik, 1990)

Examples suggest that textbooks, as single encyclopedic sources of knowledge, are unlikely to provide the multiple contexts needed by students of various backgrounds to promote learning. To perform higher order cognitive skills like analysis and synthesis in a subject area students need in-depth knowledge gained from reading many different viewpoints on the subject. (Frager, Vanterpool, 1993) Students taught to read with books other than textbooks have demonstrated superior vocabulary acquisition and

reading comprehension.(Cohen 1968; Cullihan, Jaggar, and Strickland 1974; Holdaway 1982; Ruetzel, Oda, and Moore 1989)

According to Combs and Beach, (1994) trade books provide an excellent vehicle for introducing and developing other perspectives. Another stategy is to use different books that emphasize various perspectives. They go on to state that the sharing of literature and other print sources, such as newspapers and magazines, becomes a type of vicarious experience that is emotionally powerful. As children share literature through oral reading, personal reading, or literature study groups, they participate in the lives of others.

Media and technology offer still more possibilities for a myriad of vicarious experiences. Videos, films, computer simulations, television, and realia are all part of children's lives and provide opportunities observe and interact with the lives of others. The ability to see, hear, and touch objects and people from other times and places is powerful.

Frager and Vanterpool (1993) state that textbooks are not primary or even secondary sources. They are written by authors who read the current reports of knowledge in an area (primary sources) and also the commentaries

on those current reports (secondary sources) and then they write a third-hand, supposedly easy-to-read version of the current state of knowledge in a field. This approach is inimical to teaching thinking because it asks students and teachers to accept the notion that knowledge should be broken down into digested chunks before it can be swallowed. Instead of textbooks, students could read primary and secondary sources. In literature and social science primary sources are abundant, whether fiction or non-fiction. These are the first hand accounts of experience seen through the eyes of the author whose name appears on the cover.

Parker (1991) suggests that the goal of social studies in the 21st century should be to "help students develop a deep, rich network of understandings". Because children are receptive to story form, engaging them in contemporary and historical fiction and biography is one way of providing the rich social studies curriculum that is vitally necessary.

Hearing and sharing stories as part of the social studies curriculum offers a number of benefits. Many learning processes vital to social studies are supported by storytelling (Hamilton & Weiss, 1990): listening , speaking,

sharing ideas with others, accepting their reactions, and marshalling ideas and stories to address a particular topic or problem.

Stories help children become personally interested in the past as well as the present. Such stories could become an important part of the social studies curriculum, helping children realize how social studies is the study of people and their lives. (Combs, Beach 1994)

Beck and McKeown analysis (1991) suggests that social studies textbook presentations often lacked coherence. The coherence of a text is an important factor in determining its comprehensibility. Coherence refers to the extent to which the sequencing of ideas in a text makes sense and the extent to which the language used to present those ideas makes the nature of the ideas and the relationships apparent.

There can be little doubt that a large number of American students cannot understand their social studies textbooks, and the empirical evidence overwhelmingly supports this perception(Hill & Erwin,1984; Lundstrom, 1987). Regardless of how one perceives the difficulty level of these textbooks, research reveals that the failure rate from reading them ranges from a low of 50% (Wait, 1987) to a high of 92% (Sellars, 1987/1988).

Tyson& Woodward (1989) found textbooks in general to be poorly constructed in that they attempted to cover too many topics in a general way. This superficial attention to many topics resulted in the students lacking real understanding of any of the topics. Added to this problem was that of dated textbook material. They attributed this problem to the fact that many districts can't afford to replace textbooks more frequently than every five to ten years.

Since trade books are published yearly, they have more up-to date information according to Moss (1991). Since these books are so readily accessible through libraries and other sources, students are better able to keep abreast of the latest developments in the field.

A number of studies found textbooks in general to be written in such a way to render them "user unfriendly". Kantor, Anderson, & Armbruster(1983) found their organization and style to be confusing to students. Englert & Hiebert (1984) stated that most textbooks are written in a descriptive mode that makes retention of the material more difficult. Fielding, Wilson, & Anderson (1984) maintained that content area textbooks infrequently used widely accepted organizational patterns such as cause and effect, temporal sequence, or compare and contrast.

As we engage children in social studies issues, according to Wells (1986), it is particularly important to present contextualized situations and events to which they can relate. Literature-based trade books can provide that familiar context for students, "encouraging them to work through the story mode themselves on the way to the expression of a more abstract formulation."

Education groups have also criticized school textbooks for being boring, incoherent, and "dumbed-down". Viewed from one perspective, the selection of new textbooks offers little hope for improving the school reading program because by their nature textbooks can inhibit the teaching of thinking(Frager, Vanterpool 1993)

Numerous sources including Greenlaw (1983), Purves & Monson (1984), and Huck, Hepler, & Hickman (1987) note how visually pleasing nonfiction trade books tend to be. Children are drawn to these books by their interesting covers, pleasing graphics, and effective illustrations.

Other studies have found that increasing numbers of students merely sit in classrooms and cut themselves off from the flow of information (Clifford 1990; Goodlad 1984). Clearly too many students think school is boring, and

they see little connection between school learning and their lives outside the classroom. Consequently, many experts in the field have identified lack of student motivation as one of the primary causes of low achievement levels(Tomlinson 1991).

Most social studies classrooms are now organized around individualistic tasks and competitive rewards. Research, however, indicates that both cooperative tasks and reward structures improve achievement, behavior and attentive variables. Cooperative structures also make small groups more effective and contribute to many of the affective goals of the social studies(Sweeney & Garrett 1990).

Cooperative learning has been shown to increase achievement and long-term retention and to develop higher-level processing skills, including critical thinking. Other benefits of cooperative learning are improved attitudes toward school and subject; development of collaborative competencies; improved psychological health(emotional maturity, social relations, personal identity, trust in people); liking for classmates; a respect for students with different racial or ethnic backgrounds or with handicaps; increased self-esteem; and increased ability to work effectively with

others(Slavin 1990b; Johnson, Johnson, Holubec & Roy 1984). Other findings are of particular interest to social studies educators. Cooperative learning has been shown to develop conflict resolution skills and commitment to democratic values(Child Development Project 1988).

Slavin(1990b) stated that cooperative learning has strong effects on higher-order understanding in social studies. Cooperative learning also promotes critical thinking and greater cognitive and affective perspective taking than obtained through conventional textbook learning methods(Johnson 1984).

Research findings indicate that cooperative learning techniques can enhance social studies instruction.

The use of literature in reading instruction has also been linked to improved student attitudes toward reading(Fader 1976; Fuhler 1990; Kramer1989)

Perfect textbooks do not exist today, nor will they ever. At best, they can only approach the many varied needs of the students and teachers who use them. Publishers have recently been more responsive to the needs

expressed by teachers, but the ideal textbook will always remain just that, an ideal(Sweeney, Garrett, 1990)

Newmann and Thompson(1991) reported that 68 percent of the comparisons between conventional instruction by use of a text book and cooperative learning techniques using a multi -disciplined approach showed superior achievement effects for the cooperative techniques.

Educators have long acknowledged that an interdisciplinary approach may be one key to the development of critical-thinking and problem-solving skills. They agree that enabling students to see the interrelationships among disciplines aids the students in understanding how to apply knowledge from a variety of subjects to practical situations. In addition, research demonstrates that teachers who plan and use such an approach help to alleviate the fragmentation and isolation of the general curricula typical in many school districts (Tanner & Tanner 1987).

Within the last few years , several reports have revealed that America's youth are weak in the academic skills needed for jobs in the information age, and that employers and colleges seek students who demonstrate strengths in problem solving, critical thinking, communications, reading, and

writing(Rachlin 1988). To answer this need, educators must reduce the amount of class time spent on teaching for rote memorization in order to focus on cooperative learning activities that foster thinking skills (Bono 1986). Such activities will enable students to see things more clearly than by traditional teaching methods and to understand the relevance of education to their future lives and careers(McCabe 1989).

Social studies reading and learning need to be brought together in ways that will bring more meaning to the elementary student. The social studies textbook has been maligned in the professional literature as being poorly constructed , outdated, and unmotivating to the student. By teaching social studies through an integrated approach in a cooperative learning atmosphere the potential results may be better comprehension, greater interest and an improved attitude toward the books and content area in general.

References

Beck, L.,(1991). *Revising Social Studies Text from a text-processing perspective: Evidence of improved comprehensibility.* Reading Research Quarterly.

Bono, E.,(1986). *CoRT Thinking Teachers Notes.* Breadth. Ney York: Pergamon.

Boyer, E. (1983). *High School: A report on secondary education in America. N.Y.* Harper and Row.

Clifford, M.M., (1990). *Students need challenge, not easy success.* Educational Leadership 48 p.122-26.

Cohen, D.H., (1968). *The effect of Literature on vocabulary and reading achievement.* Elementary English. 4 p. 209-13,17.

Combs & Beach, (1994). *Stories and Storytelling: personalizing the social studies.* The Reading Teacher. 47 p. 464-71.

Cullihan, B., Jaggar, A.S., & Strickland, D., (1974) *Language expansion for black children in the primary grades: A research report.* Young Children. 29 p.602-7.

Fader, D., (1976) The New Hooked on Books. New York: Berkeley.

Fielding, L.G., Wilson, P.T., & Armbruster, R.C., (1984). *A new focus on free reading: The role of tradebooks in reading instruction.* The Contexts of School-based Literacy.p.149-62.

Frager, A.M., & Vanterpool, M., (1993). *Point-counterpoint: Value of School Textbooks.* Reading Horizons 33 p.300-12.

Fuhler, C.J., (1990). *Commentary: Let's move toward Literature-based reading instruction.* The Reading Teacher. 42 p.343-44.

Goodlad, J. (1984). A Place Called School. New York: McGraw-Hill.

Greenlaw, M.J., (1983). *Children's Choices: Teaching with books children like.* p.90-2 Newark, DE; International Reading Association.

Hamilton,M. & Weiss, M.,(1990). Children Tell Stories teaching guide. Katonah, New York: Richard C. Owen.

Heibert, E.H. & Colt, (1989). *Patterns of Literature-based Reading Instruction.* The Reading Teacher. 43 p.14-20.

Hillerich, R., (1987). *Those Content Areas.* Teaching K-8. 17 p.31-31.

Hill, W.R. & Erwin, R.W., (1984) *The readability of content-area textbooks used in middle and junior high schools.* Reading Psychology 5, p.105-117.

Holdaway, D., (1982) *Shared book experience: Teaching reading using favorite books.* Theory into practice. 21 p.293-300.

Huck, C., Hepler, S., & Hickman, J., (1987). Children's Literature in the Elemnetary School 4th ed. New York: Holt, Rinehart, & Winston.

Johnson, D.W., (1984). Circles of Learning: Cooperation in the Classroom. Alexandria, Va.: Assoc. for Supervision and Curriculum Development.

Jones, H., Combs, W., McKinney, C., (1994). *A Themed Literature Unit versus a Textbook.* Reading Research and Instruction. 34, p.84-95.

Kantor, R.N., Anderson, T.H., & Armbruster, B.B., (1983). *How inconsiderate are children's textbooks?* Journal of Curriculum Studies, 15 p.61-72.

Kramer, C.M., (1989). *Do children accept literature in the reading class?* The Reading Teacher. 42 p.343-44.

Levstik, L.S., (1990). *Research directions: Mediating content through literary texts.* Language Arts. 67 p.848-53.

McCabe, R.H., (1989). *Mismatch.* The Miami Herald., 28 Nov. '89 1c+

McKeown (1991). *Social Studies Texts are Hard to Understand: Mediating some of the difficulties.* Language Arts. 68 p.482-90.

Morrow, L.M., (1992). *The impact of a literature-based program on literacy achievement, use of literature, and attitudes of children from minority backgrounds.* Reading Research Quarterly. 27 p.251-75.

Moss, B., (1991). *Children's nonfiction trade books: A compliment to content-area texts.* The Reading Teacher. 45, p.26-31.

Newmann, F.M.,& Thompson, J.A., (1991). *Effects of Cooperative Learning on Achievement in Secondary schools: A Summary of Research.* Natl. Center on Effective Secondary Schools. Madison: Univ. of Wisconsin.

Pahl, R.H., (1990). *Review of teaching for and learning social studies outcomes.* Social Studies 6, p.271.

Parker, W., (1991) *Renewing the Social Studies Curriculum.* Wash., D.C. Association for Supervision and Curriculum Development.

Purves, A.M., & Monson, D.L., (1984). Experiencing Children's Literature. Glenview, Il.: Scott, Foresman.

Rachlin. J., (1988). *Best Jobs for the Future.* U.S. News & World Report. 104 (25 April '88): 60-2.

Ruetzel, D.R., Oda, L.K., & Moore, B.H., (1989). *Developing print awareness: The effect of three instructional approaches on Kindegartens' print awareness, reading readiness, and word reading.* Journal of Reading Behavior. 21, no. 3 p. 197-217.

Schubert, B., (1993). *Literacy: What makes it real? Integrated, thematic teaching.* Social Studies Review 32, p.7-16.

Senacore, J., (1990). *Creating the lifetime reading of Social Studies.* Journal of Reading. 33, p.414-418.

Slavin, R.E., (1990). Cooperative Learning: Theory, Research, and Practice. Baltimore: The Johns Hopkins University.

Sweeney, J.G. & Garret, A.W., (1990). *Classroom Practice and Educational Research, 6* P.278.

Tanner, D. & Tanner, L., (1987). Supervision . In Educational Problems and Practices. New York; MacMillan.

Tomlinson, T.M., (1991). *Hard Work and Higher Expectations: Motivating Students to Learn.* Unpublished manuscript:, Wash., D.C.: U.S. Dept. of Education.

Tyson, H., & Woodward, A., (1989). *Why students aren't learning much from textbooks.* Educational Leadership. 47, p.14-17.

Wells, G., (1986). The Meaning Makers: Children learning language and using language to learn. Portsmouth, N.H.: Heinemann.

Appendices

Appendix A

	Pretest Raw Scores	
Student Number	Canada	Mexico
1	33	40
2	43	38
3	35	38
4	45	48
5	33	53
6	50	45
7	23	33
8	23	35
9	45	28
10	40	18
11	40	28
12	33	48
13	33	33
14	35	28
15	38	35
16	25	43
17	35	40
18	30	30
19	38	38
20	25	40
21	43	40
22	40	38
23	30	28
24	28	43
25	55	35
26	48	53
27	48	35
28	43	48
29	40	43
30	45	33

Appendix B

	Posttest Raw Scores	
Student Number	Canada	Mexico
1	68	95
2	65	65
3	75	80
4	75	75
5	53	63
6	78	88
7	43	60
8	45	45
9	60	65
10	55	83
11	43	60
12	58	73
13	45	70
14	60	70
15	53	73
16	55	73
17	58	70
18	28	50
19	65	70
20	63	75
21	58	80
22	55	75
23	48	68
24	70	90
25	68	65
26	70	83
27	58	80
28	43	63
29	73	73
30	75	63

Appendix C

ATTITUDINAL SURVEY

Directions**: Circle your choice. **Be Honest!

1. I think I would like to read other books in Social Studies.

   (a) Yes (b) Sometimes (c) No

2. How much do you know about Canada?

   (a) A lot (b) Some (c) Not Much

3. I like reading my Social Studies book.

   (a) Yes (b) Sometimes (c) No

4. Social Studies is:

   (a) My Favorite Subject. (b) My In-Between Favorite Subject. (c) My Least Favorite Subject.

5. I like to read:

   (a) Very Much. (b) Sometimes. (c) Not Much.

Appendix D
Teaching Materials

Method 1- Textbook Approach

Bower, B., (1991) Exploring Canada and Latin America. D.C. Heath & Co. Lexington, Mass.

Method 2- Integrated Approach

Books:

Bulmer-Thomas, B., (1991). Journey Through Mexico. Troll Assoc., N.J.

Conlon, L. (1995) South of the Border series. Rourke. Fl.
- -Products of Mexico
- -People of Mexico
- -Wonders of Mexico
- -Wildlife of Mexico
- -Visiting Mexico
- -Mexico: Geography

Kahlman, B., (1993) Mexico series. Crabtree Publ. N.Y.
- -Mexico: The Land
- -Mexico: The People
- -Mexico: The Culture

Jacobsen, K., (1982). Mexico. Regensteiner Publ. Canada.

Lerner, (1988). Mexico... In Pictures. Visual Geography Series. Lerner Publications. Minn.

Nicholson & Watts, (1994). The Aztecs. Chelsea House Publ. N.Y.

Videos:

Mexico- Language and Lifestyles Gessler Publishing Co.

Mexico-Today and Yesterday (1993) Knowledge Unlimited.

Mexican People and Culture Hispanic Culture Series. Video Knowledge, inc.

The 1995-96 Scholastic/NBC News Video Mexico.